Diversity Audit Data Collection Question Summary

Statistical Summary	
Total number of questions	128
Total questions requiring a numerical response	3
Total questions requesting a document/% response:	
Total questions to be answered "Yes" or "No"	123
Total "Yes" responses	76 (61%) *84 (68.2%) if count all "yes" responses*
Total "No" responses	37 (30.1%) *44 (35.8%) if count all "no" responses)*
Total "Yes" and "No" responses	7 (5.7%)
Total "DK/Don't know" responses	3 (2.4%)
Total "NR/No Response" questions	1 (.008%)
Total Yes and DK responses	1 (.008%)
Total Yes, No and DK responses	1 (.008%)

#	Audit Area/Item	Information Requested	Yes/ No
I.	Communication	1. Is there a specific web-page/site for diversity/the Office of Diversity	Yes
I.	Communication	2. Are diverse images used when people are featured in publications and websites? (Minorities, gender, disabilities)	Yes
`I.	Communication	3. Is there a specific diversity-related page/menu within the Human Resource/Career section of the institutions' web-site?	Yes
I.	Communication	4. Is there a specific campaign/message to convey the institution's commitment to diversity?	Yes
I.	Communication	5. Has the institution participated in any key external indexes such as the *Great Place to Work* institution survey, etc?	Yes
I.	Communication	6. Has the institution been recognized for best practices in diversity by the media, a diversity organization or any other group/institution?	Yes
I.	Communication	7. Is there a process in place to annually conduct a survey focused on culture and diversity and inclusiveness, with questions around bias based on age, disability, race, ethnicity, gender identification, religion, etc?	No
I.	Communication	8. Are internal communication tools (Intranet, newsletter, flyers, social media, etc.) used to promote diversity initiatives and activities on a regular basis throughout the year?	Yes
I.	Communication	9. Do faculty, staff, leaders and administrators receive regular updates on the diversity initiative?	Yes
I.	Communication	10. Are outstanding diversity-related achievements regularly and publicly showcased/acknowledged and honored by the leaders?	Yes
I.	Communication	11. Are regular reports/updates presented to the board and leadership team?	Yes
I.	Communication	12. Is diversity and inclusion a part of the institution's brand value?	Yes No

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I.	**Communication**	13. Is there a diversity committee/task force that provides input into the institution's diversity initiative?	Yes
II.	**Employment Practices**	14. Are flexible hours/scheduling offered for employment? (Part-time work, flextime, compressed work week, telecommuting, sabbaticals, etc.)	No
III.	**Laws and Regulations**	15. Is a position in the Human Resources department accountable for reviewing and communicating new and revised legislation, court decisions, and rules that may impact the school's policies and procedures regarding equal treatment and affirmative action?	No
III.	**Laws and Regulations**	16. Are equal employment policies, procedures and activities regularly reviewed to ensure compliance with applicable legislation and regulations?	No
III.	**Laws and Regulations**	17. Have all required EEO and sexual harassment posters been prominently displayed for all employees and candidates to see?	Yes
III.	**Laws and Regulations**	18. Is a position in the Human Resources department accountable for ensuring that the college complies with all equal employment laws and regulations?	Yes
III.	**Laws and Regulations**	19. Does the college have an Equal Employment Opportunity policy?	Yes
III.	**Laws and Regulations**	20. Does the college have an anti-harassment policy?	Yes
III.	**Laws and Regulations**	21. Does the college have a clear process for students and employees (faculty, staff, administrators) to redress perceived violations of the school's Equal Employment Opportunity policy?	Yes
III.	**Laws and Regulations**	22. Does the college have a clear process for students and employees (faculty, staff, students and administrators) to redress perceived violations of the school's Sexual Harassment Policy?	Yes
III.	**Laws and Regulations**	23. Are faculty, staff and administrators trained to understand what constitutes sexual harassment and the proper implementation of the school's Equal Employment policy?	No Yes
III.	**Laws and Regulations**	24. Is there a formal orientation process for faculty, staff and administrators to familiarize them with policies, practices and procedures of the school including equal employment opportunity and sexual harassment?	Yes
III.	**Laws and Regulations**	25. Are all equal employment opportunity and sexual harassment complaints investigated to obtain the facts?	Yes
III.	**Laws and Regulations**	26. Is there a process for the ongoing monitoring of the number of discrimination complaints?	No
III.	**Laws and Regulations**	27. Do all the school's advertisements for employment identify the school as an equal opportunity employer?	No
III.	**Laws and Regulations**	28. Are climate surveys used to determine student, faculty, staff and administrators feelings regarding the school's fair and equal treatment?	Yes
III.	**Laws and Regulations**	29. Are employment statistics regularly reviewed to determine whether there may be areas of seemingly unequal treatment?	No

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III.	Laws and Regulations	30. Is there a documented process for recruiting and hiring faculty, staff and administrators?	Yes
III.	Laws and Regulations	31. Has the employment application form been reviewed to ensure that it is job-related, valid, legal and non-discriminatory?	Yes
III.	Laws and Regulations	32. Have all selection tools (tests, assessments, interview documents) been reviewed to ensure that they are job-related, valid and non-discriminatory?	Yes
III.	Laws and Regulations	33. Are employee transfer, assignment, demotion, termination and promotion decisions reviewed to ensure they are non-discriminatory?	Yes
III.	Laws and Regulations	34. Are reports regularly supplied to/reviewed with senior leaders/managers regarding compliance with the institution's equal employment and sexual harassment policies and its complaint procedures?	No
III.	Laws and Regulations	35. Does the school have a procedure for faculty, students, staff or administrators to request an accommodation for their physical requirements?	Yes
III.	Laws and Regulations	36. Does the school have continuous access to internal and/external legal counsel for sexual harassment and equal employment compliance?	Yes
III.	Laws and Regulations	37. On a scale of 1 – 9, with 1 being low, 5 being typical and 9 being high, how well do you think human resources is performing in the area of equal employment opportunity?	3
III.	Laws and Regulations	38. On a scale of 1 – 9, with 1 being low, 5 being typical and 9 being high, how well do you think employees of the human resources department feel the department is performing in the area of equal employment opportunity?	5
III.	Laws and Regulations	39. On a scale of 1 – 9, with 1 being low, 5 being typical and 9 being high, how well do you think the clients of the human resources department feel the department is performing in the area of equal employment opportunity?	4
IV.	Leadership	40. Is there senior leadership commitment to diversity and inclusiveness in the form of a written policy?	Yes
IV.	Leadership	41. Is the message about the value and importance of diversity and inclusion being driven and supported from the top? (President, board, leadership)	Yes No
IV.	Leadership	42. Is there board member commitment to diversity and inclusiveness in the form of a written policy?	No
IV.	Leadership	43. Are senior-level leaders obvious sponsors of diversity policies?	No
IV.	Leadership	44. Are all faculty, staff and administrators diversity trained and held accountable for implementing and upholding diversity and inclusion practices?	No
IV.	Leadership	45. Is any part of compensation for faculty, staff or administrators tied to diversity targets and metrics?	No
IV.	Leadership	46. Has the institution completed a diversity audit in the past?	Yes
IV.	Leadership	47. Does the institution regularly track the employee population percentages by gender, age, ethnicity, LGBT, disabilities, etc?	Yes No

#	Audit Area/Item	Information Requested	Yes/No
V.	**Recruitment and Selection-Faculty**	48. Is diversity training conducted for all members involved in the recruitment and selection process?	Yes
V.	**Recruitment and Selection-Faculty**	49. Is a diverse panel of interviewers a part of the search process?	Yes
V.	**Recruitment and Selection-Faculty**	50. When diverse individuals are not represented in the candidate pool, are searches broadened to find additional qualified diverse candidates?	No
V.	**Recruitment and Selection-Faculty**	51. Is there a faculty mentoring program geared towards promotion and tenure?	Yes
V.	**Recruitment and Selection-Faculty**	52. Is there a faculty orientation program that familiarizes new members with the campus, mission, vision, values, expectations, policies and practices, etc?	Yes
VI.	**Recruitment and Selection-General**	53. Is the diversity of candidate pools monitored against the overall pool of candidates?	No
VI.	**Recruitment and Selection-General**	54. Are specific targets set in order to achieve diverse representation in the overall candidate pool?	No
VI.	**Recruitment and Selection-General**	55. Are there specific targets to achieve diverse representation in the finalist pools?	No
VI.	**Recruitment and Selection-General**	56. When diverse individuals are not represented in the candidate pool, are searches broadened to find additional qualified diverse candidates?	No
VI.	**Recruitment and Selection-General**	57. Is the school's commitment to diversity mentioned or reflected in printed HR marketing materials?	Yes
VI.	**Recruitment and Selection-General**	58. Is diversity mentioned on the career or student portal on the school's website?	Yes No
VI.	**Recruitment and Selection-General**	59. Is diversity factored into recruiting events and strategy decisions?	Yes
VI.	**Recruitment and Selection-General**	60. Have recruiters attended affinity group conferences and sessions?	Yes
VI.	**Recruitment and Selection-General**	61. Have recruiters advertised the school in publications that specifically reach out to diverse groups of potential candidates?	Yes
VI.	**Recruitment and Selection-General**	62. Is a diverse panel of interviewers, reflective of the demographic profile of the institution, a part of the search process?	No
VI.	**Recruitment and Selection-General**	63. Are search and selection panel members provided with information regarding the composition of the respective department by gender and representation of minorities?	No
VI.	**Recruitment and Selection-General**	64. Do advertising and job postings encourage candidates from diverse backgrounds to apply/enroll?	Yes
VI.	**Recruitment and Selection-General**	65. Is the proportional representation of diverse groups monitored throughout the hiring process?	No
VI.	**Recruitment and Selection-General**	66. Is a standardized set of questions used for the initial selection of candidates?	Yes
VI.	**Recruitment and Selection-General**	67. Is diversity training conducted for all members involved in the recruitment and selection process?	Yes
VI.	**Recruitment and Selection-General**	68. Is interview training conducted for staff members and others involved in the interviewing process?	Yes

#	Audit Area/Item	Information Requested	Yes/No
VI.	**Recruitment and Selection-General**	69. If recruitment and placement agencies are used for the purposes of finding job candidates, are they briefed on the importance of diversity?	Yes
VI.	**Recruitment and Selection-General**	70. Is a formal analysis of staff recruitment and progression in terms of equity outcomes completed and shared with Senior Leaders on an annual basis?	No
VII.	**Onboarding and Acculturation**	71. Are buddies/peer mentors assigned to new hires to assist with navigating the organizational culture?	Yes No
VII.	**Onboarding and Acculturation**	72. Are "meet and greets" scheduled for new hires with a diverse group of staff? (Gender, ethnicity, race)	No
VII.	**Onboarding and Acculturation**	73. Is there a formal onboarding process that is used across the institution?	Yes
VII.	**Onboarding and Acculturation**	74. Are frequent check-ins held during the first 30 days to ensure the new-hire is on track and receiving the necessary support?	Yes *Low*
VIII.	**Retention**	75. Are there any affinity groups that have been established to address the needs of any particular population of employees?	Yes
VIII.	**Retention**	76. Does the institution actively approach a diverse range of employees to find ways to stimulate their success or career development?	Yes *(Low)*
VIII.	**Retention**	77. Are there representation targets for diverse groups in high-potential talent pools and programs?	No
VIII.	**Retention**	78. Are leaders encouraged to include candidate diversity as a priority in pipeline planning?	N/R*
IX.	**Policies and Procedures**	79. Does the school have a diversity and inclusion policy?	No
IX.	**Policies and Procedures**	80. Does the school have a gender equality policy?	Yes
IX.	**Policies and Procedures**	81. Does the school have an equal pay policy?	No
IX.	**Policies and Procedures**	82. Does the school have a flexible working (flex-time) policy?	No
X.	**Representation**	83. Are there institution-wide goals for diversity?	Yes
X.	**Representation**	84. Is there a comprehensive diversity plan for the college, with a defined mission, vision, goals, objectives, strategies and tactics?	No
X.	**Representation**	85. Does the senior leadership diversity percent match the institution-wide goals?	No
X.	**Representation**	86. Does the board-member diversity match the institution-wide goals?	No
X.	**Representation**	87. What is the faculty ethnicity as compared to the student ethnicity?	----
X.	**Representation**	88. Is a specific individual tasked with managing/directing the diversity initiatives across the organization?	Yes
X.	**Representation**	89. Is the college able to provide the statistics, by ethnicity, for the percentage of incoming students needing some type of remediation?	Yes
X.	**Representation**	90. Is the college able to provide pass rates for each course by ethnicity?	Yes
X.	**Representation**	91. Is the college able to provide completion rates by ethnicity?	Yes

#	Audit Area/Item	Information Requested	Yes/No
X.	**Representation**	92. Is there a diversity scorecard for the institution?	No
X.	**Representation**	93. List other diversity reports that are regularly generated and reviewed	----
X.	**Representation**	94. Do top leaders speak regularly about diversity?	No
X.	**Representation**	95. Is there an Exit Interview process?	Yes
X.	**Representation**	96. Is there at least 25% representation by minority groups on all of the institution's committees?	Yes No DK*
X.	**Representation**	97. Is there at least a 25% representation by women on all of the institution's committees?	Yes DK*
XI.	**Student Recruitment**	98. Is there an ongoing plan in place, or are there specific strategies and tactics in place, to support the recruitment and retention of a diverse student population?	Yes
XI.	**Student Recruitment**	99. Are programs made available to interested individuals of underrepresented groups to promote awareness of and access to the school?	Yes
XII.	**Student Recruitment and Development**	100. Are current students involved in service-learning as part of outreach activities to enhance recruitment in under-represented populations?	DK*
XIII.	**Student Development**	101. Are diverse community service learning programs offered to engage students in community experiences?	Yes
XII.	**Student Development**	102. Are there initiatives in place to ensure that students are provided with the necessary experiences to foster an appreciation for diversity and inclusion?	Yes
XIV.	**Students Goals**	103. Are specific diversity goals in place for the student population?	Yes No
XV.	**Student Support**	104. Are teaching materials reviewed to assess whether they are free of stereotypes, overgeneralizations or bias?	No
XV.	**Student Support**	105. Is there a specific procedure for dealing with student complaints?	Yes
XV.	**Student Support**	106. Are there any affinity groups that have been established to address the needs of any particular population of students?	Yes
XV.	**Student Support**	107. Does the institution actively approach and engage with a diverse range of students to determine ways to ensure their success?	Yes
XV.	**Student Support**	108. Are programs/support services in place to assist with the needs of a diverse student population?	Yes
XV.	**Student Support**	109. Are reasonable accommodations and processes for learners with disabilities (physical, mental and learning) and special needs identified and regularly communicated in the school?	Yes
XV.	**Student Support**	110. Are counseling services made available to all students?	Yes
XV.	**Student Support**	111. Are mentorship programs available specifically for students from under-represented groups?	Yes
XV.	**Student - Support**	112. Does the faculty receive the necessary diversity training in order to be culturally competent and able to respond to the needs of a diverse student population?	Yes
XV.	**Student Support**	113. Is the responsibility for objectives and outcomes for student support and retention assigned to a designated department or individual?	No

#	Audit Area/Item	Information Requested	Yes/No
XV.	**Student Support**	114. Are the outcomes of student support services summarized in a yearly report that is reviewed by senior academic leaders and school administrators?	Yes
XV.	**Student Support**	115. Are childcare options for students supported by the school?	Yes
XV.	**Student Support**	116. Are specific financial aid programs available to assist students from under-represented groups?	Yes
XV.	**Student Support**	117. Are student support and retention programs reviewed regularly to ensure they are promoting and retaining a diverse student body?	No
XVI.	**Student Success**	118. Is data collected to monitor and measure the success of diverse student populations?	Yes
XVII.	**Supplier Diversity**	119. Does the school have a supplier diversity policy?	No
XVII.	**Supplier Diversity**	120. Does the school identify and qualify local, regional and national WMBE suppliers that can deliver the best value and highest quality products and services at a competitive price?	Yes
XVII.	**Supplier Diversity**	121. Does the institution set annual diversity spend targets?	Yes
XVII.	**Supplier Diversity**	122. Are suppliers/vendors asked to provide proof of their commitment to diversity and a diverse workforce?	Yes
XVII.	**Supplier Diversity**	123. Does the institution invest in MWBE education and training with suppliers to help them gain a competitive edge?	No
XVII.	**Supplier Diversity**	124. Is data collected to monitor and measure the amount/percent of diverse spending as compared to the institutions overall monthly/annual spend?	Yes
XVIII.	**Charitable Giving and Sponsorships**	125. Does the institution seek to support causes and initiatives that support the community-at-large in a way that touches the diverse population/communities?	Yes
XIX.	**Community Relations**	126. Does the institution connect with and engage the community-at-large in a way that reflects that diversity is valued and appreciated as a strategic imperative?	Yes
XIX.	**Community Relations**	127. Is community satisfaction with the school's community engagement assessed regularly?	Yes *Low**
XIX.	**Community Relations**	128. When arranging community events, do organizers check to see if any attendees might require specific accommodations? (Interpreters, dietary restrictions, etc.)	Yes

DK = Didn't Know. NR = No Response. Low = Supporting documentation was weak

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